

## Syllabus

Contact Information	
<p>Questions about <b>arrangements</b>:</p> <p>Rebecca Nelson, Secretary Adult Education Academy for Professional Development 280 University Boulevard GH 501A Morehead KY 40351 Phone: 606-783-2026 Fax: 606-783-9111 E-mail: <a href="mailto:r.nelson@moreheadstate.edu">r.nelson@moreheadstate.edu</a></p>	<p>Questions about <b>content</b>:</p> <p>Connie Spencer-Ackerman, Director Adult Education Academy for Professional Development 280 University Boulevard GH 501A Morehead KY 40351 Phone: 606-783-9377 E-mail: <a href="mailto:c.spencerack@moreheadstate.edu">c.spencerack@moreheadstate.edu</a></p>

### 1. Syllabus Overview

This syllabus covers the 1<sup>st</sup> Year Instructor Institute description, objectives, resources, expectations, pre-requisites and assignments. Please read the syllabus thoroughly, making note of important dates and expectations. If you find any discrepancies in the syllabus or have questions, please contact one of the two names listed above.

### 2. Description

The 1<sup>st</sup> Year Instructor Institute aims to prepare instructors, instructor's aides and program directors who have been hired since January 1, 2009 to be effective instructors, assisting in and supporting organized, scheduled adult basic education classes. By completing the pre-requisite online course, Orientation to Adult Education, participants will learn how local Kentucky adult basic education programs fit into the statewide program and how the statewide program fits into the national program. Using face-to-face meetings and distance learning, they will learn intake and orientation approaches that get adult learners engaged and off on the right foot for success in the program. They will become familiar with standardized tests used to identify instructional needs and assess educational progress, with formative assessment techniques, with effective instructional strategies and with instructional methods appropriate for adults with learning disabilities. Following the face-to-face meetings, participants will develop a classroom project in which they will apply strategies learned in the meetings, and the results of those projects will be shared at a project showcase.

### 3. Basic Information for Face-to-Face Sessions

**Important Note: Lodge reservations must be made 30 days in advance, or the lodge will release the block of rooms. Be sure to ask for the adult education/state rate.**

Topics	Instructors	Cohort 1 Dates & Locations	Cohort 2 Dates & Locations
<b>Day 1</b> – Student Intake and Orientation	Bev Thomson	October 7–9 Day 1--9:00am-4:00pm	January 27–29 Day 1--9:00am-4:00pm
<b>Day 2</b> – Administering and Interpreting the Test of Adult Basic Education (TABE) and the GED Official Practice Tests (OPT)	Joyce Bullock Gayle Box	Day 2—8:00am-4:00pm Day 3—8:00am-3:30pm Natural Bridge State Park, 800-325-1710	Day 2—8:00am-4:00pm Day 3—8:00am-3:30pm Rough River State Park, 800-325-1713 (February 3-5 as make-up days)
<b>Day 3</b> – Assessment and Instruction	Dr. Barbara Nielsen		
<b>Day 4</b> – Effective Instructional Strategies	Duane Lambert	December 3–4 Day 1--9:00am-4:00pm	March 25–26 Day 1--9:00am-4:00pm
<b>Day 5</b> – Bridges I	Meryl Becker-Prezocki B.J. Helton	Day 2—8:00am-3:30pm Blue Licks Battlefield State Park, 800-443-7008	Day 2—8:00am-3:30pm Pennyrile Forest State Park, 800-325-1711
<b>Day 6</b> – Project Showcase	Connie Spencer-Ackerman	February 12 9:30am-3:30pm (February 26 as make-up day) – location TBD	April 23 – location TBD 9:30am-3:30pm

### 4. Learning Objectives

**Day 1 - Day 3** – Participants will:

- Observe and practice effective small group direct instruction.
- Participate in cooperative learning groups for specific purposes.
- Study and practice strategies for meeting the needs of all students.
- Identify and practice using current best teaching practices.
- Analyze appropriate test questions for potential student gaps.
- Design mini-lessons to meet content learning gaps.
- Study and practice “think aloud” learning strategies.

**Day 4-5 – Participants will:**

- Understand the differences among learning disabilities, learning difficulties and learning differences.
- Identify the characteristics and consequences of learning disabilities.
- Recognize the legal implications of serving adults with learning disabilities.
- Understand the differences between adaptations and accommodations.
- Distinguish between screening instruments.
- Discover sources for referrals and resources.
- Experience being learning disabled.

**5. Resources**

- NRS Online Training at <http://www.nrsweb.org/trainings/online.aspx>
- Interim online training at [www.literacywithoutlimits.org](http://www.literacywithoutlimits.org)
- *A Handbook for Classroom Instruction that Works* – Marzano, Norford, Paynter, Pickering, & Gaddy, Association for Supervision and Curriculum Development, 2001 (provided)
- Instructor Institute Handbook

**6. Expectations**

Because KYAE has invested significant public funds in supporting these instructor institutes, attendance is expected during the full schedule (beginning time to adjournment) of all face-to-face meetings. In order to maximize the content of the instructor institutes, participants are expected to also complete all additional components – advance work, interim work, classroom projects and observation. If a serious situation, such as an illness, prevents attendance at any session, participants are asked to notify Rebecca Nelson at 606-783-2026 in advance of the scheduled session.

**7. Weather Policy** – If you have a question about a weather cancellation, call Connie Spencer-Ackerman at 606-776-3652 **by 7:00 a.m.** on the morning of the scheduled session.

**8. Pre-requisites** – Orientation to Adult Education online course.

**9. Instructor Institute Design** – The instructor institute will be an extended experience, combining face-to-face workshops, demonstrations of instructional strategies, distance learning, classroom application and an opportunity to receive feedback from an instructional coach.

## 10. Activities, Assignments and Dates/Deadlines

Activity	Additional Information	Dates/Deadlines	
		Cohort 1	Cohort 2
<b>Assessment of Prior Knowledge</b> – an online survey to determine participants’ familiarity with the content of the instructor institute	Go to <a href="http://kyvae.ky.gov/">http://kyvae.ky.gov/</a> (ANGEL Web site) and complete the assessment of prior knowledge.	9/23/09	1/13/10
<b>Advance Work</b> – an online course familiarizing participants with the National Reporting System, requirements for reporting on student progress and the importance of careful goal setting	Go to <a href="http://www.nrsweb.org/trainings/online.aspx">http://www.nrsweb.org/trainings/online.aspx</a> , register as a new user and complete the advance online training on <a href="#">Data Quality Guide Training Courses</a> .  More information is found in section 12.	9/23/09	1/13/10
<b>First Face-to-Face Meeting</b> – 3 days covering student intake and orientation, standardized testing in Kentucky programs and the use of formal and informal assessment to plan instruction	Location: Natural Bridge State Park in October and Rough River State Park in January	10/7-9/09 Day 1—9:00am-4:00pm Day 2—8:00am-4:00pm Day 3—8:00am-3:30pm	1/27-29/10 Day 1—9:00am-4:00pm Day 2—8:00am-4:00pm Day 3—8:00am-3:30pm
<b>Online Video Review</b> – viewing an online video that introduces several strategies that will be explored in the second face-to-face meeting	Go to <a href="http://www.literacywithoutlimits.org">www.literacywithoutlimits.org</a> and click on lessons. Two have been selected for your activity: <i>Comprehension Strategies for Low-Level Readers</i> and <i>Previewing Challenging Vocabulary and Content</i> . Use the note-taking form, which will be sent to you electronically, to take notes on what you see and to record your thoughts on how you might apply the strategies.	10/30/09	2/19/10
<b>Webinar or Videoconference</b> – a session during which participants may observe demonstrations of teaching strategies and ask questions	Additional information will be shared when plans are finalized.	11/13/09	3/5/10

<b>Second Face-to-Face Meeting</b> – 2 days covering effective instructional strategies, the use of authentic materials in instruction and recognizing and accommodating learning disabilities	Location: Blue Licks Battlefield State Park in December and Pennyryle Forest State Park in March	12/3-4/09 Day 1--9:00am-4:00pm Day 2—8:00am-3:30pm	3/25-26/10 Day 1--9:00am-4:00pm Day 2—8:00am-3:30pm
<b>Classroom Project</b> – a project during which knowledge acquired in the face-to-face sessions will be implemented in the classroom, resulting in formal lesson plans and a course syllabus	Project guidelines will be distributed at the first face-to-face meeting.	1/29/10	4/9/10
<b>Coaching Visits/Teaching Observations</b> – an opportunity to practice instructional strategies and receive constructive feedback	Arrangements will be made by phone.	To be determined	
<b>Classroom Project Showcase</b> – a final session when classroom projects will be showcased	Come to the project showcase with ____ copies of your newspaper piece, lesson plan and lesson evaluation. Also e-mail a typed copy of the lesson and article to <a href="mailto:r.nelson@moreheadstate.edu">r.nelson@moreheadstate.edu</a> . <b>OR</b> , send all electronically to Rebecca for duplication no later than one week prior to the showcase, _____. No handwritten materials will be accepted.	2/12/10 9:30am-3:30pm	4/23/10 9:30am-3:30pm
<b>Assessment of Knowledge Gained</b> – an online survey to determine the effectiveness of the instructor institute overall and the knowledge gained as a result of participation	Go to <a href="http://kyvae.ky.gov/">http://kyvae.ky.gov/</a> (ANGEL Web site) and complete the assessment of knowledge gained.	2/26/10	5/7/10

*\*You must complete the Orientation to Adult Education online pre-requisite prior to attending the 1<sup>st</sup> Year Instructor Institute.*

**11. Constructive Feedback** – Feedback on your classroom project will be based on the project rubric, which will be distributed at the first session. You will receive feedback on your teaching demonstration from an experienced educator.

**12. Advance Online Training on Data Quality** – The following steps are to be completed prior to the first face-to-face meeting.

**Step 1** – Ask your director for the following:

- A copy of the final 08-09 program report and an explanation of its contents
- A copy of your program's intake/registration form so that you can compare it to information you will see in the online training
- An explanation of your role in either data collection or data entry

**Step 2** – Go to <http://www.nrsweb.org/trainings/online.aspx> to register for the online courses listed below. You are encouraged to print copies of the course pages and note questions that you would like answered during the face-to-face meeting.

**Step 3** – Complete the course *What is the NRS?* ([http://www.nrsonline.org/training/1\\_what\\_is\\_nrs/](http://www.nrsonline.org/training/1_what_is_nrs/)). It can be completed in 20 to 35 minutes.

**Step 4** – Go to the course, *Guide for Improving NRS Data Quality* ([http://www.nrsonline.org/training/4\\_data\\_quality\\_guide/](http://www.nrsonline.org/training/4_data_quality_guide/)), and complete the courses listed below. They can be completed in approximately 20 minutes.

- Part IV, Collecting NRS Outcome Measures – 1 page
- Part IV.A. Assessment: Measuring Educational Gains – Pages 2-9 (*Note: Page numbers are found in a green box in the upper right-hand corner of each page.*)
- Part IV. B. Intake and Goal Setting – Pages 2-9

**Step 5** – Go to the course, *Learning to be an NRS Data Detective* ([http://www.nrsonline.org/training/6\\_data\\_detective/a\\_intro/](http://www.nrsonline.org/training/6_data_detective/a_intro/)), and complete the courses listed below. They can be completed in 10 to 15 minutes.

- Part 4, Policies & Procedures: Assessment, Pages 1-8
- Part 5, Policies & Procedures: Goal Setting, Pages 1-3

**ANGEL Web site**

ANGEL is KYAE's online course management system. Using ANGEL you will be able to access the pre-test and pre-work assignment that will need to be completed three days prior to the First Face-to-Face Session. Additionally, you can download the workshop syllabus, submit assignments, obtain course information, access resources and participate in discussion.

**How to get to online courses and pre-work in ANGEL:**

After you have registered for this workshop, you will receive an e-mail on how to complete the online pre-work and pre-test in ANGEL. You will also get an e-mail from [kyvc@kyvc.org](mailto:kyvc@kyvc.org) indicating that an ANGEL account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Web site: <http://kyvae.ky.gov> or <http://www.kyvc.org>. You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system. After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at [toni.quire@ky.gov](mailto:toni.quire@ky.gov).

Please note: If you cannot remember your username and password of your ANGEL account, please contact Toni Quire at 502-573-5114, ext. 113, or e-mail her at [toni.quire@ky.gov](mailto:toni.quire@ky.gov).

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